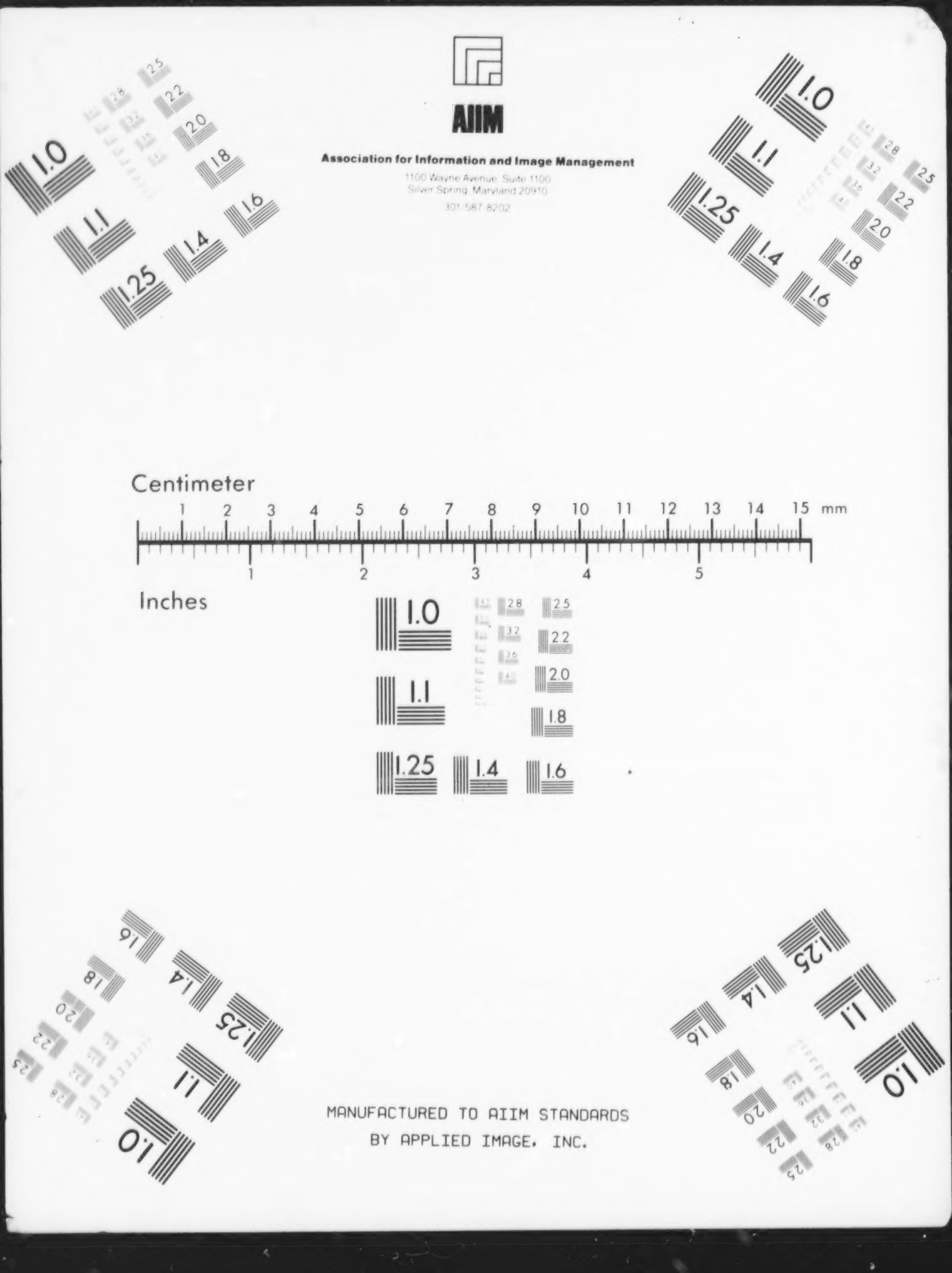
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ED 379 463 CE 068 277

TITLE	Culinary Arts Profile.
INSTITUTION	Missouri Univ., Columbia. Instructional Materials Lab.
SPONS AGENCY	Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE	[94]
NOTE	16p.
AVAILABLE FROM	Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 40-5500-C).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives; Check Lists; *Competence; *Competency Based Education; Cooking Instruction; Evaluation Criteria; *Food Service; *Home Economics Skills; *Occupational Home Economics; Records (Forms); Secondary Education; State Programs; Student Certification; *Student Evaluation
IDENTIFIERS	Missouri

ABSTRACT

This chart is intended for use in documenting the fact that a student participating in a culinary arts program has achieved the performance standards specified in the Missouri Competency Profile for culinary arts. The chart includes space for recording basic student and instructor information and the student's on-the-job training and work experience. Provided next are 16 checklists for use in rating the student with respect to a total of 185 competencies in the following 16 areas: orientation, professionalism, sanitation, flow of food through the operation, clean and sanitary facilities and equipment, sanitation management, accident prevention and crisis management, tools and equipment, receipt and storage of goods, nutrition, food classification and menu etiquette, food preparation, front-of-house duties, banquet/catering, food service cost control and management, and leadership. Also included are three checklists on which the student can be rated with regard to the following three groups of employability competencies: personal characteristics, job-seeking techniques, and entrepreneurship awareness. (MN)

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ED 379 463

Culinary Arts Profile

Instructional Materials Laboratory
University of Missouri at Columbia

U.S. DEPARTMENT OF EDUCATION
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Name: _____

Culinary Arts Profile 40-5500-C

Directions: Evaluate the student by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect **employability readiness** rather than the grades given in class.

Rating Scale:
- **3 Mastered** - can work independently with no supervision
- **2 Requires Supervision** - can perform job completely with limited supervision
- **1 Not Mastered** - requires instruction and close supervision
- **N No Exposure** - no experience or knowledge in this area

1-94

Note: Duty bands and competencies do not need to be taught in any particular order. Competencies completed will depend on the length of the course.

Competency Profile

Instructor: _____

Instructional Program: _____

_____

School: _____

School Address: _____

_____

Student: _____

Address: _____

_____

Telephone: _____

Social Security Number: _____

IN CASE OF EMERGENCY, CONTACT

Name: _____

Telephone: _____

Family Doctor: _____

Telephone: _____

1-90

Date of Enrollment: _____

Date of Withdrawal: _____

Date of Completion: _____

Total Hours Absent: _____

Total Instructional Hours: _____

Total On-The-Job Training Hours: _____

On-The-Job Training/Work Experience

Duration of Employment	Job Title	Job Description	Supervisor's Name	Name/Address of Employer	Telephone

The following profile ratings represent the knowledges, skills, and attitudes that this student has demonstated at a given time under given conditions. It does not necessarily represent certification of future abilities.

This project was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Vocational and Adult Education. However, the opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education, Division of Vocational and Adult Education, and no official endorsement should be inferred.

Employability Competencies

Personal Characteristics

Directions: Rate the student by checking the appropriate number on each scale. The ratings should be based on your **observation of the student** rather than grades given in class.

Rating Scale: 3 Above Average
2 Average
1 Below Average

3	2	1

Personal Characteristics

1. **Relations with others**
   (effectiveness in working with students, instructors, and others; cooperation; shows respect)
2. **Dependability**
   (attendance, punctuality; adherence to schedules and deadlines; consistency and results; perseverance)
3. **Work attitudes**
   (willingness to learn; willingness to accept and profit from evaluation; enthusiasm; initiative; commitment; pride in work)
4. **Communication**
   (listening, speaking, and nonverbal skills; effectiveness in communicating with students, teachers, and others)
5. **Personal hygiene/grooming**
   (personal health care and cleanliness; dresses and maintains self appropriately)

Others (specify):

_____

_____

_____

Job Seeking Techniques

Directions: Evaluate the student by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect **employability readiness** rather than the grades given in class.

Rating Scale: 3 Above Average
2 Average
1 Below Average
N No Exposure

3	2	1	N

Job Seeking Techniques

1. Apply information about self and job opportunities in career decision making
2. Write a resume
3. Prepare a job application form
4. Write letters of application and acceptance
5. Arrange for personal references
6. Apply job search techniques
7. Arrange a job interview
8. Apply job interview techniques
9. Evaluate job offers (actual or simulated)

Others (specify):

_____

_____

_____

Entrepreneurship Awareness

Directions: Evaluate the student by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect **employability readiness** rather than the grades given in class.

Rating Scale: 3 Above Average
2 Average
1 Below Average
N No Exposure

3	2	1	N

Entrepreneurship Awareness

1. Describe five characteristics of a free enterprise economic system (ownership of property, profit motive, risk taking, competition, supply and demand)
2. Name four forms of business ownership (sole proprietorship, partnership, corporation, cooperative)
3. Describe advantages and disadvantages of small business ownership
4. Identify steps necessary to start a business (evaluate need, site selection, marketing plan, financial plan, management plan)
5. Identify business opportunities related to training
6. Identify personal traits of the entrepreneur (versatility, aspirations, energy, integrity, adaptability, etc.)

Others (specify):

_____

_____

_____

3	2	1	N

A. Orientation

1. Orient to work environment (i.e., know number of hours of work required per week, understand work shifts)
2. Recognize lines of authority
3. Recognize specialties within service industry (i.e., know job descriptions/careers)
4. Demonstrate proper use of terminology (i.e., chop, dice, sauté)
5. Recognize/practice ADA regulations

Others *(specify)*

_____

_____

3	2	1	N

B. Professionalism

1. Demonstrate knowledge of the history of culinary arts
2. Identify professional dress as appropriate to specific jobs
3. Practice professional dress
4. Exhibit teamwork practices
5. Demonstrate leadership qualities and skills
6. Practice job keeping/job seeking skills

Others *(specify)*

_____

_____

3	2	1	N

*C. Sanitation

1. Discuss the reasons for managing a sanitary foodservice operation
2. Define sanitation
3. Identify ways to promote sanitation (internally and externally)
4. List and describe the several types of micro-organisms that cause foodborne illness (i.e., bacteria, viruses, parasites, yeasts, molds)
5. Recognize the relationship between micro-organisms and foodborne illness
6. Describe the basic environmental conditions that encourage the growth of micro-organisms (i.e., time, temperature, moisture, oxygen)
7. Identify the three major types of hazards (biological, chemical, and physical) that may cause foodborne illness
8. Distinguish between foodborne infection, toxin-mediated infection, and intoxication
9. Describe symptoms and causative agents of major foodborne illnesses (i.e., salmonellosis, botulism, hepatitis A)
10. Discuss how contamination and cross-contamination of foods can occur
11. Identify the major methods for controlling foodborne illnesses
12. Identify foods most commonly implicated in outbreaks of foodborne illnesses
13. Identify the factors of personal hygiene essential for foodservice employees
14. Implement the steps used in proper hand washing
15. Identify situations when hand washing is necessary

Others *(specify)*

_____

_____

3	2	1	N

*D. Flow of Food Through the Operation

1. Define the terms: hazard, risk, flow of food, and critical control point
2. Describe the HACCP (hazard analysis critical control point) system of food safety
3. Describe the methods of implementing an HACCP system (assess hazards, identify critical control points, set up control procedures, monitor critical control points, take corrective actions, develop a record-keeping system, verify that system is working)
4. Identify potentially hazardous foods
5. Evaluate menu items (for compatibility with staff, facility, and customer expectations)
6. Design a flowchart for potentially hazardous foods (includes critical control points, hazards, standards, and corrective actions if standards are not met)
7. Design a recipe to include critical control points (i.e., batch size, use of refrigerated ingredients, proper storage of leftovers)
8. Select, calibrate, and use a food thermometer
9. Measure internal temperatures of different foods
10. Detect specific signs of spoilage in food shipments
11. Identify when and how to reject food deliveries
12. Describe proper storage conditions for different food items
13. Identify optimum product temperatures for foods in storage
14. Recognize the importance of the time-and-temperature principle
15. Describe the proper techniques for thawing food items
16. Identify temperatures for cooking, hot-holding, and reheating foods
17. Describe the proper techniques for cooling food items
18. Explain the correct procedures for serving food in a sanitary manner
19. Identify the operating requirements for central kitchens and mobile, temporary, and vending units

Others *(specify)*

_____

_____

*E. Clean and Sanitary Facilities and Equipment

3	2	1	N

1. Recognize design and installation features of facilities and equipment that promote cleanliness and sanitation in foodservice operations
2. Describe the four subjects of importance that make up the plan for a sanitary environment (construction of walls, floors, and ceilings; arrangement and design of equipment and fixtures; design of utilities; and proper solid waste management)
3. Describe methods for dealing with garbage disposal and solid waste management
4. Identify general standards recommended or required for cleanliness and sanitation in foodservice operations
5. Name typical products, tools, and methods for effective cleaning and sanitizing
6. Identify different methods of cleaning and sanitizing
7. Explain the requirements for setting up a hazardous communication program (i.e., inventory supplies, label them appropriately, provide information to employees)
8. Identify primary factors to be considered and procedures to use in developing and supervising a cleaning program for your establishment and employees (i.e., survey cleaning needs, devise a master cleaning schedule, choose and collect cleaning materials, introduce program to employees, supervise program)
9. Define integrated pest management (IPM)
10. Name the pests that are likely to infest a typical foodservice facility (i.e., cockroaches, flies, rodents)
11. Identify the conditions that encourage pests to enter, live, and multiply and ways these conditions can be prevented
12. Describe the relationship between a PCO (pest control operator) and a foodservice manager (i.e., contracts, inspections, treatment procedures, follow-up visits)

Others *(specify)*

_____

_____

*F. Sanitation Management

3	2	1	N

1. Recognize how to perform sanitation self-inspections in your establishment
2. Understand the role of governmental regulation
3. Define the terms: standard, regulation, guideline, and ordinance
4. Identify the public and private organizations concerned with foodservice sanitation
5. List the essential elements in a sanitation training program for the employees of your establishment (i.e., assess training needs, plan a training program, evaluate training outcomes)
6. Describe ways of conducting the training program to be effective and to obtain maximum benefits
7. Prepare and evaluate training objectives for a foodservice sanitation program

Others *(specify)*

_____

_____

*G. Accident Prevention and Crisis Management

3	2	1	N

1. Recognize safety hazards in your own facility (human hazards and environmental hazards)
2. Explain how to eliminate those identified hazards to prevent accidents
3. Identify actions to take in emergency situations when accidents do occur (i.e., administer first aid, use the Heimlich maneuver, use fire extinguishers)
4. Define a foodservice crisis (i.e., escalating intensity, media scrutiny, interference with normal operations)
5. Define crisis management (i.e., seek to decrease likelihood of potential crises, contain and resolve an existing crisis, learn from crisis experience)
6. Identify steps of establishing a crisis management plan (preparation, management, evaluation)
7. Identify procedures to follow during and following a foodborne illness outbreak (i.e., obtain information, evaluate complaint, deal with customers, regulatory personnel and media)
8. Explain how to evaluate the crisis management plan after a crisis

Others *(specify)*

_____

_____

H. Tools & Equipment

3	2	1	N

1. Identify and use small ware (i.e., ladles, whips, knives)
2. Demonstrate motor skills (i.e., use small hand tools, use a knife)
3. Identify food service equipment (i.e., steamer, grill, deep fryer, broiler, range, steam table, Queen Anne)
4. Clean and care for food preparation equipment

Others *(specify)*

_____

_____

I. Receipt and Storage of Goods

3	2	1	N

1. Identify types of produce, determine acceptability upon delivery, and handle and store appropriately
2. Identify types of dairy products, determine acceptability upon delivery, and handle and store appropriately
3. Identify types of fish/seafood, determine acceptability upon delivery, and handle and store appropriately
4. Identify types of poultry, determine acceptability upon delivery, and handle and store appropriately
5. Identify types of meat, determine acceptability upon delivery, and handle and store appropriately
6. Identify types of frozen goods, determine acceptability upon delivery, and handle and store appropriately
7. Identify types of dry goods, determine acceptability upon delivery, and handle and store appropriately
8. Identify types of convenience products, determine acceptability upon delivery, and handle and store appropriately

Others *(specify)*

_____

_____

J. Nutrition

3	2	1	N

1. Demonstrate proper use of basic dietary terminology (i.e., calories, saturated and nonsaturated fats, cholesterol)
2. Identify components of the food pyramid
3. Identify basic meal menus (i.e., breakfast, lunch, dinner)
4. Read and interpret labels
5. Recognize menu trends and dietary restrictions

Others *(specify)*

_____

_____

3	2	1	N

K. Food Classification and Menu Etiquette

1. Classify appetizers by type and characteristics (i.e., flavor, taste, ethnic origin)
2. Describe different types of sandwiches
3. Determine salad types and complementary dressings/ sauces
4. Classify soups, sauces, and stocks by type and characteristics (i.e., flavor, taste, ethnic origin)
5. Classify types of starch products
6. Describe vegetable varieties
7. Describe fruit groups and their major uses
8. Identify various forms of fish, poultry, and meats
9. Identify seasonings and their major uses
10. Demonstrate knowledge of the variety of convenience products and serving methods

Others *(specify)*

_____

_____

3	2	1	N

L. Food Preparation

1. Convert common volumes and measures in recipes
2. Apply industry weights and measures (English and metric)
3. Demonstrate synchronization of food preparation
4. Garnish/display foods
5. Utilize leftovers (i.e., prepare casseroles, prepare specials)
6. Prepare beverages (i.e., coffee, tea, chocolate drinks, fruit juices, punches)
7. Prepare appetizers and hors d'oeuvres (hot and cold)
8. Prepare cheese products
9. Prepare convenience products (microwave)
10. Prepare sandwiches (hot and cold)
11. Prepare salads (i.e., protein/main course, pasta, vegetable, fruit, gelatin)
12. Prepare dressings (i.e., French, mayonnaise, cooked)
13. Prepare soups (i.e., stock-based, milk-based)
14. Prepare sauces, gravies, and thickening agents
15. Prepare starch products (i.e., cereals, pasta, rice, potatoes)

Eggs

16. Boil eggs
17. Fry eggs
18. Scramble eggs
19. Poach eggs
20. Prepare omelets
21. Prepare souffles
22. Prepare egg batters
23. Prepare egg whites

Breads and Desserts

24. Prepare yeast breads (i.e., rolls, doughnuts)
25. Prepare quick breads (i.e., biscuits, muffins)
26. Prepare icings and fillings
27. Prepare cakes (i.e., shortened, unshortened)
28. Prepare cookies (i.e., rolled, dropped, bar, refrigerator, pressed, spritz, bagged, molded)
29. Prepare pies (i.e., fruit, cream, custard, chiffon)
30. Prepare milk-based desserts
31. Prepare frozen desserts

Vegetables and Fruits

32. Clean vegetables and fruit
33. Cut vegetables and fruit
34. Blanche vegetables and fruit
35. Steam vegetables and fruit
36. Deep fry vegetables and fruit
37. Sauté vegetables and fruit

Fish and Seafood

38. Fillet fish
39. Fry fish and seafood
40. Pan fry fish and seafood
41. Poach fish and seafood
42. Sauté fish and seafood
43. Broiled fish

Meats and Poultry

44. Stew meats and poultry
45. Poach poultry
46. Grill meats and poultry
47. Broil meats and poultry
48. Fry meats and poultry
49. Pan fry meats and poultry
50. Sauté meats and poultry
51. Bake or roast meats and poultry
52. Braise meats and poultry

Others *(specify)*

_____

_____

3	2	1	N

M. Front of House Duties

1. Identify basic table covers (i.e., à la carte, banquet, catering)
2. Greet guests and respond to immediate needs
3. Describe menu selections (i.e., know cuts of meat, know oils used to prepare food)
4. Take guests' orders using suggestive selling
5. Demonstrate basic point-of-sale computer skills (used for logging orders)
6. Perform basic serving procedures (i.e., à la carte, banquet, catering)
7. Return leftover foods to designated areas
8. Take customer payments at table (i.e., credit cards, check, cash)
9. Perform basic operation of cash register (i.e., take payments, balance drawer)
10. Clear and clean tables properly
11. Restock wait station
12. Maintain fresh and attractive food displays

Others *(specify)*

_____

_____

3	2	1	N

N. Banquet/Catering

1. Determine menu
2. Set up buffet line
3. Garnish, decorate, and display food
4. Maintain temperature control and food quality (restocking)
5. Break down and store equipment
6. Return leftovers to designated areas

Others *(specify)*

_____

_____

3	2	1	N

O. Food Service Cost Control and Management

1. Recognize food costs
2. Recognize labor costs
3. Recognize management considerations for employee scheduling
4. Recognize overhead costs
5. Recognize profit/loss
6. Recognize impact of marketing and promotion

Others *(specify)*

_____

_____

3	2	1	N	Leadership Competencies**
				1. Demonstrate an understanding of VICA/HERO, its structure and activities
				2. Demonstrate an understanding of one's personal values
				3. Perform tasks related to effective personal management skills
				4. Demonstrate interpersonal skills
				5. Demonstrate etiquette and courtesy
				6. Demonstrate effectiveness in oral and written communications
				7. Develop and maintain a code of professional ethics
				8. Maintain a good professional appearance
				9. Perform basic tasks related to securing and terminating employment
				10. Perform basic parliamentary procedures in a group meeting

(Note: These competencies are addressed in the **Missouri VICA Curriculum Guide lessons.)

* Indicates duty bands composed of objectives from "Applied Foodservice Sanitation: A Certification Coursebook" by The Education Foundation of the National Restaurant Association. Permission to use these competencies on this profile granted.

Certificate of Completion

This is to Certify that

_____

Achieved the performance levels as indicated in the Missouri Competency Profile for

Culinary Arts

and therefore receives recognition for completion

This _____ *Day of* _____ *, 19* ___

at _____ *School,* _____ *, Missouri*

Instructor _____

Administrator _____

Culinary Arts

Directions: Evaluate the student by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect employability readiness rather than the grades given in class.

Rating Scale:
3 Mastered - can work independently with no supervision
2 Requires Supervision - can perform job completely with limited supervision
1 Not Mastered - requires instruction and close supervision
N No Exposure - no experience or knowledge in this area

3	2	1	N	
				Orientation
				Professionalism
				Sanitation
				Flow of Food Through the Operation
				Sanitation Management
				Clean and Sanitary Facilities and Equipment
				Accident Prevention and Crisis Management
				Tools & Equipment
				Receipt and Storage of Goods
				Nutrition
				Food Classification and Menu Etiquette
				Food Preparation
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				Food Service Cost Control and Management
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				_____
				_____